



Grade 9 Mathematics Rubric (Beginning of the Year)

Name Date

Proficient = universal supports
 Approaching proficiency = targeted supports
 Limited = individualized supports

Use the criteria below to determine whether the student's skills and understandings related to number are at a proficient, approaching proficiency, or limited level. This information will identify a starting point for choosing the level of supports needed to enhance this student's success. Select the set of statements that best describes the student's current performance level.

	Proficient	Approaching proficiency	Limited
Perfect Squares and Square Roots	<input type="checkbox"/> Demonstrates an understanding of perfect squares and square roots, concretely, pictorially and symbolically (limited to whole numbers)	<input type="checkbox"/> With models and prompts, demonstrates an understanding of perfect squares and square roots limited to 100, concretely, pictorially and symbolically	<input type="checkbox"/> With models and prompts, is beginning to explore perfect squares with concrete materials (e.g., fitting four squares into a frame)
	Looking for strategies to assess students' understanding of this concept? See McGraw-Hill Ryerson's <i>Math Links 8</i> , Chapter 2, Blackline Master 2-3, Chapter Warm-up.		
Factors and Multiples	<input type="checkbox"/> Demonstrates an understanding of factors and multiples by: <ul style="list-style-type: none"> determining multiples and factors of numbers less than 100 identifying prime and composite numbers solving problems using multiples and factors 	<input type="checkbox"/> With exemplars and prompts, determines factors of numbers less than 50	<input type="checkbox"/> With models and prompts, is beginning to explore multiples of 10 and 100, using concrete representations
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Percentages	<input type="checkbox"/> Demonstrates an understanding of percents greater than or equal to 0%	<input type="checkbox"/> Writes percents as decimals and fractions out of 100	<input type="checkbox"/> With models and prompts, is beginning to understand that four quarters equal one dollar and other coin combinations
	Looking for strategies to assess students' understanding of this concept? See McGraw-Hill Ryerson's <i>Math Links 8</i> , Chapter 4, Blackline Master 4-3, Chapter Warm-up.		
Ratio and Rate	<input type="checkbox"/> Demonstrates an understanding of ratio and rate	<input type="checkbox"/> With models and prompts, is beginning to demonstrate an understanding of ratios and/or rates that relate to real-life personal experiences (e.g., go to school 5/7 days a week, 6 students in a team, 15 students in one class)	<input type="checkbox"/> With models and prompts, is beginning to use concrete objects, pictures and/or dramatization to explore simple ratios in real-life situations
	Looking for strategies to assess students' understanding of this concept? See McGraw-Hill Ryerson's <i>Math Links 8</i> , Chapter 2, Blackline Master 2-3, Chapter Warm-up.		
Problem Solving with Rates and Ratios	<input type="checkbox"/> Solves problems that involve rates and ratios	<input type="checkbox"/> With models or prompts, can solve problems involving rates and ratios	<input type="checkbox"/> With models and prompts, is beginning to use concrete objects, pictures and/or dramatization to demonstrate simple ratios in real-life situations
	Looking for strategies to assess students' understanding of this concept? See McGraw-Hill Ryerson's <i>Math Links 8</i> , Chapter 2, Blackline Master 2-3, Chapter Warm-up.		
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Positive Fractions and Mixed Numbers	<input type="checkbox"/> Demonstrates an understanding of multiplying and dividing positive fractions and mixed numbers, concretely, pictorially and symbolically	<input type="checkbox"/> With models and exemplars, demonstrates an understanding of multiplying and dividing positive fractions and whole numbers, concretely, pictorially and symbolically	<input type="checkbox"/> With models and prompts, is beginning to represent equal groupings up to 10×10 , using concrete and visual representations
	Looking for strategies to assess students' understanding of this concept? See McGraw-Hill Ryerson's <i>Math Links 8</i> , Chapter 6, Blackline Master 6-3, Warm-up.		
Notes			